



And whatever you do, in word or deed, do everything in the name of Lord Jesus, giving thanks to God the Father through Him.

Colossians 3:17



Design and Technology

Intent

At Medlar-with-Wesham C of E we are Designers!

We want our children to love Design and Technology. We want them to be ambitious and feel confident enough to access roles as architects, graphic designers, chefs or carpenters.

Design and Technology is dynamic and multidimensional. It is our intention that our DT curriculum will provide opportunities to solve real and relevant problems, allowing our pupils to develop resilience and essential everyday skills and unlock their potential to be the designers and innovators of tomorrow. The DT curriculum will encourage children to be curious about their learning and to think and intervene creatively to solve problems both as an individual and as part of a team.

Design and Technology will allow all Medlar with Wesham pupils to put their learning from other areas of the curriculum into practice, and will work to enhance and deepen their understanding of those areas, including maths, computing, science, and art.

Our pupils will learn about cooking, food and nutrition, ensuring that they acquire the fundamental life skills in order to be able to feed themselves healthily and independently, whilst learning about where food comes from, therefore making connections with their geographical and scientific knowledge.

"Design is not just what it looks like and feels like. Design is how it works."
Steve Jobs, co-founder of Apple, Inc.

Curriculum Coverage

	AUTUMN	SPRING	SUMMER
EYF5	Expressive Arts and Design ELCs Creating with Materials <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Foundational Knowledge <ul style="list-style-type: none"> Model naming and describing materials. Teach pupils to stretch, squash, roll, tear, scrunch and join materials. Model imaginative construction. • Explain choices of materials and shapes. scissor use and safety. Cutting tape safely on and off a cutter. The different types of fixing and which to use in different scenarios, including different types of glue and tape. Correct use of cutlery. Safe use of hole punches, staplers, trowels, hammer, hand drills, hand vice and saw. 		
YEAR 1/2 CYCLE A	Mechanisms - How can you make a picture move?	Structures - How can you stop a tower from toppling over?	Food and Nutrition - How does food affect your senses?
YEAR 1/2 CYCLE B	Textiles - How can you repurpose an item of clothing?	Food and Nutrition - What Does Healthy Mean?	Mechanisms - Are bigger wheels always better?
YEAR 3	Textiles - How can you make a box out of cloth?	Food and Nutrition - What do we mean by a balanced diet?	Mechanisms - How can you do a lot of work with little effort?
YEAR 4	Food and Nutrition - What's really in your food?	Mechanisms - How many ways are there to open a door?	Textiles - How do you keep a tea towel from slipping off a hook?
YEAR 5	Food and Nutrition - Why are our diets so different?	Systems - How can we keep ourselves safe on the road?	Textiles - Which fabric is ideal for creating a functional and hardwearing lunchbox?
YEAR 6	Food and Nutrition - Can Street Food save us?	Mechanisms - How do pulleys and gears let you see the world?	Food and Nutrition - Does food affect the way you feel?



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Expectations

Learning Model

Connected



Our work is built around
cognitive load theory
principles of instruction
evidence informed practice

Cumulative



We believe learning isn't an
event. It must be knowledge-
rich, vocabulary-rich
and skilful

Coherent



Sequence matters
systematically planned
explicit instruction
supports acquisition of
curriculum content

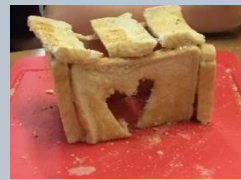
Books

- Date and Key Questions evident.
- Knowledge organiser at the beginning of each new topic.
- Key vocabulary identified and highlighted in each lesson.

Assessment

- Retrieval practice activities
- Assessment for learning during lessons
- Self and Peer critiques.

Examples of Work



Year 1/2 Cycle A



Year 1/2 Cycle B



Year 3



Year 4



Year 5



Year 6